

Nursery

Systematic Synthetic

Phonics Programme

Sounds ~ Write

Reception

knowledge to 'blend'

(to read) and

books that are

Sou English (

containing four

sounds.

	South Stan	ley Infant and Ni	ırsery School		
	English Curriculu	.m Overview ~ Re	eading ~ Phonics		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Children will hear and	Children will continue	Children will continue	Children will build	Children will use all	Children will orally
make different sounds	to orally 'blend',	to orally 'blend',	their oral blending	the oral blending	blend (build up) and
with their voice.	listening to two	listening to three	skills, listening to the	skills they have learnt	segment (break up)
With help, they will	syllables of a word	syllables of a word	onset and rime of a	to hear the individual	three-sound words,
listen to sounds in	and rapidly 'blending'	and rapidly 'blending'	word, rapidly	sounds in words	building on their
words and rapidly	them together to	them together to	'blending' them	containing three	previous learning.
join them together to	make the whole word.	make the whole word.	together to make the	sounds, and rapidly	This will help them
'blend' them into			whole word. They	'blend' them together	when they begin to
words. Children will			will be supported to	to make the whole	learn sound-symbol
know that putting			hear the first sounds	word. They will hear	correspondences in
two words together			in words	the first and last	Reception, when they
will make a new word			(segmenting).	sounds in words	will 'blend' to read,
e.g., foot + ball				(segmenting).	and 'segment' to write
makes football					three-sound words.
From Reception and th	roughout Key Stage 1 (Ye	ear 1 and 2), we use a p	rogramme called Sounds-	-Write to teach our childr	en about phonics
	English and how they ar	•			
	used to represent or 'spe	• • • • • • • • • • • • • • • • • • •	•	•	
	l Code (different spellings				
	he word' to 'blend' to rea				
	emic manipulation and ho				
•	able this to be embedded	. Children read books th	iat are matched to their $ $	phonic ability and linked	to the Sounds-Write
programme.		1	T =	1	T =
Children will learn	Children will learn	Children will learn	Children will learn	All the sound-symbol	Children will use their
sound-symbol	new sound-symbol	new sound-symbol	new sound-symbol	correspondences	'code' knowledge to
correspondences (the	correspondences	correspondences	correspondences	(code) we learnt will	read and write words
letter that is used to	(code) and they will	(code) and a wider	(code). They will	be practised.	containing up to five
spell a sound in	read and write a	range of three-sound	learn how to read	Children will use their	sounds, including
English). In our	wider range of words	words will be read	and write words	'code' knowledge to	words containing 'two
phonics programme,	containing three	and written. They	containing up to 5	read and write words	letters, one sound'
Sounds-Write, this is	sounds. New 'tricky	will begin to read and	sounds. They will	containing up to five	spellings. Children
referred to as 'code'.	words' will be taught	write more	learn that sometimes	sounds, including	will be taught how to
Children will use this	and children will read	challenging words	two letters are used	words containing 'two	read and write words

letters, one sound'

spellings. Children

containing two-

syllables. Children

to spell one sound

e.g. sh and ch.

	'segment' (to write) words containing three sounds. Some 'tricky words' are taught as to be read on sight, as these cannot be read using 'say the sounds, read the word'. Children will read books that are matched to their phonic knowledge.	matched to their phonic knowledge.	New 'tricky words' will be taught and children will read books that are matched to their phonic knowledge. Children will be supported to use their phonic knowledge to write simple captions and sentences.	Children will read books that are matched to their phonic knowledge. Children will be supported to use their phonic knowledge to write simple captions and sentences.	will be taught how to read and write words containing two-syllables. Children will begin to learn that sometimes we can spell the same sound in different ways, e.g., 'ay' in play, rain, make. Children will read books that are matched to their phonic knowledge. Children will use their phonic knowledge to write simple sentences.	will continue to learn about spelling the same sound in different ways. Children will read books that are matched to their phonic knowledge. Children will use their phonic knowledge to write simple sentences.
Year 1	Children will recap learning from Reception. They will learn new 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will be taught how to read and write words containing three syllables. Children	Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will continue to learn how to read and write words containing three syllables. Children will read books that	Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will continue to learn how to read and write words containing three syllables. Children will read books that	Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will be taught how to read and write words containing four syllables. Children will read books that	Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will continue to learn how to read and write words containing four syllables. Children will read books that	Children will revise previous teaching and learn more 'code'. They will be taught about different spellings for the same sound, and that sometimes the same spelling is used for different sounds. Children will use their 'code' knowledge to read and write words and sentences. Children will continue to learn how to read and write words containing four syllables. Children will read books that

	will read books that	are matched to their				
	are matched to their	phonic knowledge.				
	phonic knowledge.					
Year 2	Children will recap	Children will revise				
	learning from Year 1.	previous teaching and	previous teaching and	previous teaching and	previous teaching.	previous teaching.
	They will learn more	learn more 'code'.	learn more 'code'.	learn more 'code'.	Children will use their	Children will use their
	'code'. They will be	They will be taught	They will be taught	They will be taught	'code' knowledge to	'code' knowledge
	taught about different	about different	about different	about different	read and write longer	alongside their
	spellings for the same	passages with	blending and			
	sound, and that	sound, and that	sound, and that	sound, and that	increasing fluency.	segmenting skills to
	sometimes the same	sometimes the same	sometimes the same	sometimes the same	Children will continue	read and write longer
	spelling is used for	to learn how to read	passages with			
	different sounds.	different sounds.	different sounds.	different sounds.	and write words	increasing fluency.
	Children will use their	containing six	Children will read			
	'code' knowledge to	'code' knowledge to	'code' knowledge to	'code' knowledge to	syllables. Children	books that are
	read and write words	will read books that	matched to their			
	and sentences.	and sentences.	and sentences.	and sentences.	are matched to their	phonic knowledge.
	Children will continue	Children will continue	Children will continue	Children will continue	phonic knowledge.	
	to learn how to read					
	and write words	and write words	and write words	and write words		
	containing four	containing five	containing six	containing six		
	syllables. Children	syllables. Children	syllables. Children	syllables. Children		
	will read books that					
	are matched to their					
	phonic knowledge.	phonic knowledge.	phonic knowledge.	phonic knowledge.		



South Stanley Infant and Nursery School English Curriculum Overview ~ Reading ~ Comprehension



At the heart of all our teaching is helping the children to develop a love of reading. Alongside the teaching of the 'mechanics of reading' we want to enable our children to understand and enjoy what they read or have read to them. We place an important emphasis on vocabulary — knowing, understanding and being able to use new words, linked to our reading, but also as part of all our wider curriculum teaching. Focus vocabulary is identified on teacher's planning and is linked to the stage of development of our children.

Each term our English teaching is underpinned through the sharing of 'book hooks', high-quality texts chosen for their links to our topics and wider curriculum learning, as they are award winning texts and authors recommended by reputable Literacy organisations, and for the opportunities they offer for PSE and rich vocabulary development. In Early Years we use the '5 a day' approach, where each week the children listen to, interact with, and enjoy the same story five times every day. Through this they gain a greater familiarisation with the story and its quality vocabulary, enabling them to readily and with fluency recount, retell and revise the story. They use their in-depth knowledge to re-enact stories and to create their own based on ones they know, making use of the new words in their conversation and play. In Key Stage 1, children will explore their 'book hook' in depth over several weeks.

	will explore their 'book hook' in depth over several weeks.							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Nursery	We will enjoy our	We will enjoy our	We will enjoy our	We will enjoy our	We will enjoy our	We will enjoy our		
	chosen book hooks,	chosen book hooks,	chosen book hooks,	chosen book hooks,	chosen book hooks,	chosen book hooks,		
	developing texts in	developing texts in	developing texts in	developing texts in	developing texts in	developing texts in		
	common, building up	common, building up	common, building up	common, building up	common, building up	common, building up		
	pleasure in reading	pleasure in reading	pleasure in reading	pleasure in reading	pleasure in reading	pleasure in reading		
	and supporting	and supporting	and supporting	and supporting	and supporting	and supporting		
	developing age-	developing age-	developing age-	developing age-	developing age-	developing age-		
	related	related	related	related	related	related		
	comprehension skills.	comprehension skills.	comprehension skills.	comprehension skills.	comprehension skills.	comprehension skills.		
	Children will listen to	Children will enjoy	Children will describe	Children will learn	Children will know	Children will explore		
	stories about children	role play liked to the	settings using the	about non-fiction	when a book is fiction	and understand 'why'		
	and families and be	stories they hear and	illustrations in the	books, that they give	and non-fiction,	questions in relation		
	able to relate to this.	join in with repeated	book hooks. They	us information and	spotting what is real	to the books they		
	They will develop	refrains. They will	will understand and	story books are 'made	and imaginary. They	enjoy. They will talk		
	listening skills,	answer simple	respond to 'who;	up'. They will	will begin to think	about characters,		
	hearing environmental	questions about	questions about the	understand and	about 'when' things	settings and events in		
	sounds in books, and	'what' is happening in	characters and	respond to 'where'	happen. Children will	stories, using		
	will join in with	the stories and 'what'	events. They will be	questions. They will	join in rhythm and	vocabulary they have		
	repeated refrains.	they can see in	supported to talk	develop role play	rhyme and repeated	learnt through the		
	, speacea rejracto.	illustrations.	about books they	linked to what they	refrains. They will	year. They will make		
		mash anons.	have enjoyed.	have heard in books.	remember and retell	up their own games,		

Manuff and an arm	Ma will an' an ann	Maniff or investigation	IW- will and was	stories, sometimes using the illustrations as prompts.	role play and stories linked to books they have enjoyed.
chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age- related comprehension skills. Children will describe characters, talking about appearance and personality. They will compare story settings and characters, making links between what they read. Children will be supported to retell stories as they get to know them well.	chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age- related comprehension skills. Children will explore repeated refrains linked to traditional tales and join in with repeated refrains. They will talk about what they like and dislike in a story and link them to their own experiences. Children will explore their own feelings about characters.	chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing agerelated comprehension skills. Children will see how story events build up and how it is important that they are sequenced in the correct order to make sense. Children will understand that some books provide information and are presented differently to story books.	chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age- related comprehension skills. Children will get to know more traditional tales and be confident to retell them in the correct sequence, building on work in the previous half term. Children will use illustrations to see how they can add to a story, giving additional information to the words.	chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age- related comprehension skills. Children will join in with the repetitive structures of well- known stories and will explore strong PSE themes. They will predict what might happen next and retell stories in sequence. Children will re-enact stories they know well, showing empathy with the characters they know well.	We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing agerelated comprehension skills. Children will know stories well and will be able to identify fiction and non-fiction books. They will see the new text type, a play, and enjoy acting out the story in the correct sequence, knowing this is necessary so that it makes sense. They will be well prepared for KS1 through all that they have learnt in Reception.
We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing agerelated	We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing agerelated	We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing agerelated	We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing agerelated	We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing agerelated	We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing agerelated
_	developing texts in common, building up pleasure in reading and supporting developing agerelated comprehension skills. Children will describe characters, talking about appearance and personality. They will compare story settings and characters, making links between what they read. Children will be supported to retell stories as they get to know them well. We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-	chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age- related comprehension skills. Children will describe characters, talking about appearance and personality. They will compare story settings and characters, making links between what they read. Children will be supported to retell stories as they get to know them well. We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing texts in common, building up pleasure in reading and supporting developing texts in common, building up pleasure in reading and supporting developing texts in common, building up pleasure in reading and supporting developing texts in common, building up pleasure in reading and supporting developing texts in common, building up pleasure in reading and supporting developing texts in common, building up pleasure in reading and supporting developing age- related comprehension skills. Children will explore repeated refrains linked to traditional tales and join in with repeated refrains. They will talk about what they like and dislike in a story and link them to their own experiences. Children will explore their own feelings about characters.	chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing agerelated comprehension skills. Children will describe characters, talking about appearance and personality. They will compare story settings and characters, making links between what they read. Children will be supported to retell stories as they get to know them well. We will enjoy our chosen book hooks, developing age- well enjoy our chosen book hooks, developing age- nelated comprehension skills. Children will explore repeated refrains linked to traditional tales and join in with repeated refrains. They will talk about what they like and dislike in a story and link them to their own experiences. Children will understand that some books provide information and are presented differently to story books. We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-	chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills. Children will describe characters, talking about appearance and personality. They will compare story settings and characters, making links between what they read. Children will be supported to retell stories as they get to know them well. We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills. Children will explore repeated refrains. They will talk about what they like and dislike in a story and link them to their own experiences. Children will understand that some will be supported to retell stories as they get to know them well. We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-	We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age related comprehension skills. Children will esporance and personality. They will compare story settings and characters, making links between what they react Children will be supported to retell stories as they get to know them well. We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing age-related comprehension skills. Children will explore trepated refrains and characters, making links between what they react Children will explore their own will enjoy our chosen book hooks, developing age-related comprehension skills. Children will enjoy our chosen book hooks, developing age-related comprehension skills. Children will enjoy our chosen book hooks, developing age-related comprehension skills. Children will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing texts in common, building up pleasure in reading and supporting and supporting developing age-related comprehension skills. Children will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting and supporti

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Children will build on	Children will build on	Children will develop	Children will talk with	Children will draw on	Children will use this
their experience of	prediction skills	empathy with a	their peers about how	the wealth of	familiar story to
sequencing from	developed in	character and explore	characters are feeling,	vocabulary they have	explore story
Reception. They will	Reception and will be	and use vocabulary	make predictions	acquiring throughout	sequencing, story
look in more depth at	able to talk	linked to settings, so	about what will	the year, using new	endings and thinking
characters and be	confidently about	they can make more	happen next and offer	words in their	about why events
able to answer	characters. They will	meaningful	their own opinions	conversation about	unfold as they do.
questions about	use and discuss	descriptions. They	about what they have	books. They will	They will compare
stories they know	descriptive passages	will consider and	read. They will be	focus on inference	different versions of
well.	in more detail.	formulate their own	encouraged to use	and retrieval skills,	stories, and answer
		questions about a	their imagination in	talking about what is	questions drawing on
		book to develop their	response to the book	happening and	the comprehension
		own comprehension.	hook when talking	predicting what might	skills they have learnt
		'	with their teachers	happen next, and	throughout the year,
			and friends.	using prior knowledge	in readiness for Year
			,	to answer more in-	2.
				depth questions,	
				making links with	
				prior knowledge.	

Year 2 We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing agerelated comprehension skills. Children will build on the comprehension skills developed in Year 1, creating story maps and sequencing familiar stories to enable retells. They will read as well as listen to the story, focusing on inference and retrieval skills. They will develop their range of vocabulary by discussing meanings of words they encounter in stories.

We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing agerelated comprehension skills. Children will progress to reading a chapter book, to broaden their experience of literature, and to enable them to answer more in-depth questions. They will make links and comparisons with their own experiences and the story. They will identify key events in stories and explore their significance.

We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing agerelated comprehension skills. Children will learn how to use the features of information texts, such as contents, page numbers, index, and they will retrieve information by searching for key vocabulary. They will be able to answer questions more precisely using the information they have found, paraphrasing where possible, showcasing their understanding.

We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing agerelated comprehension skills. Children will link personal experiences with the books they read, building up comparisons of settings/locations. They will use expanded noun phrases to describe characters in more detail, making inferences about personalities from what they have read. They will use their confident sequencing skills to orally discuss and retell the story, in preparation for writing.

We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing agerelated comprehension skills. Children will discuss the meaning of new words they encounter, linking this to words they already know, developing emotive language linked to their PSE learning. Children will be encouraged to share their emotional responses to what they read, helping them to engage in meaningful book talk. Acting out well-known stories will consolidate sequencing.

We will enjoy our chosen book hooks, developing texts in common, building up pleasure in reading and supporting developing agerelated comprehension skills. Children will draw on their experiences of the world to discuss and compare with notes provided by the author of our book hook. They will use the language modelled in the book. alongside the vocabulary and phrases they have learnt over the year, to create word banks. These will feed into their discussions. enabling the children to offer opinions and create book reviews. Skills acquired over the year will be consolidated in readiness for Year 3/KS2.





South Stanley Infant and Nursery School English Curriculum Overview ~ Writing ~ Composition and editing, vocabulary, grammar and punctuation

	15		partecuation			<u>-</u>		
					exts chosen for their links			
					ole Literacy organisations			
	opportunities they offer for PSE and rich vocabulary development. The texts we have enjoyed reading together provide quality models for							
	3	children's writing as well as interesting stimulus for developing their own creativity in writing.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Nursery	We will use our 'book	We will use our 'book	We will use our 'book	We will use our 'book	We will use our 'book	We will use our 'book		
	hooks' as model texts	hooks' as model texts	hooks' as model texts	hooks' as model texts	hooks' as model texts	hooks' as model texts		
	and to develop our	and to develop our	and to develop our	and to develop our	and to develop our	and to develop our		
	imagination and	imagination and	imagination and	imagination and	imagination and	imagination and		
	composition.	composition.	composition.	composition.	composition.	composition.		
	Children will be	Children will share	Children will continue	Children will continue	Children compose	Children will compose		
	supported to speak in	their ideas for writing,	to share their ideas	to share their ideas	their own sentences	sentences for writing,		
	sentences, to share	speaking in sentences,	speaking in sentences,	speaking in sentences.	for writing, speaking	including new words		
	their own thoughts.	being encouraged to	needing less support	More and more they	in sentences and	from our book hooks		
	Teachers will model	do this through	to do so. They will	will use new words in	using new words from	and topic work. They		
	putting children's	teacher modelling and	begin to use new	their sentences.	our book hooks and	will independently		
	ideas into sentences	repetition. They will	words in their	Children will help the	topic work. They will	break a sentence into		
	for them to copy.	be taught to clap the	sentences with less	teacher to break their	say their sentences	its words for		
	Teachers will	end of a sentence, so	prompts. Children	own sentences into	slowly to break them	themselves or a		
	encourage the use of	they become aware of	will hear teachers	words so that the	into the words, so	teacher to record.		
	new words children	sentences having a	modelling sentences	teacher can record	that they or a teacher	They will write from		
	have learnt.	clear end. Teachers	being broken into	their ideas. They will	can record them.	top to bottom, left to		
	Children will see	will remind children	words slowly, to help	be taught to clap the	They will say each	right, narrating their		
	teachers making	to use new words	record them, and see	end of a sentence,	word as they make a	own writing, knowing		
	marks on paper and	learnt in their	the teacher writing.	beginning to associate	mark and may	each mark represents		
	make their own marks	sentences.	They will see teachers	this with a full stop.	remember to put a	a word.		
	on paper.	Children will hear	modelling the use of a	After teacher	full stop at the end of	Children will write our		
	Children will be	teachers modelling	full stop at the end of	modelling, children	their 'writing. They	'squiggle shapes'		
	taught 'squiggle	sentences being	a sentence. After	will compose their	will be encouraged to	recalling the blurbs.		
	shapes' - a precursor	broken into words	teacher modelling,	own ideas, speaking	always narrate as	Correct pencil grip		
	to letter formation,	slowly, and see the	children will compose	in sentences, and	they write.	will be used.		
	linked to the four	teacher writing,	their own ideas,	'have a go' at writing	Children will continue			
	'letter families'; curly	narrating as they	speaking in sentences,	them, having a clear	to practise writing our			
	caterpillars, long	write. They will see	and will make marks	intention about what	'squiggle shapes', and			

	ladders, one-armed robots, zig zags. Correct pencil grip will be reinforced.	teachers modelling the use of a full stop at the end of a sentence. Children will make marks of their own, knowing that they need a pencil to do so. Children will continue to learn the 'blurbs' linked to our 'squiggle shapes' and use them to 'write' these shapes. Correct pencil grip will be reinforced.	of their own more confidently, knowing they are recording their ideas. Children will continue to practise writing our 'squiggle shapes' and will respond to reminders about correct pencil grip.	they want to write about. Children will continue to practise writing our 'squiggle shapes' and will respond to reminders about correct pencil grip.	can recall the blurbs. Correct pencil grip will be used.	
Reception	We will use our 'book hooks' as model texts and to develop our imagination and composition. Children will develop their understanding that writing is used to convey meaning. They will use talk to organise their thinking and use newly learnt words as they talk about books and in their play. They will be supported to write one word at a time using 'say the sounds, write the word'. Children will have a comfortable tripod	We will use our 'book hooks' as model texts and to develop our imagination and composition. Children will talk about books and their own ideas for writing using longer sentences and including new and interesting words they have encountered in stories. They will spell words using 'say the sounds, write the word', rereading what they have written to check it is correct. Children will have a comfortable tripod pencil grip and be	We will use our 'book hooks' as model texts and to develop our imagination and composition. Children will pretend to characters in stories they know well and pretend to be them in their writing. They will orally rehearse what they intend to write. They will listen to nonfiction books and write about new facts they have learnt. New words linked to what has been read will be used in their writing. Children will be supported to use	We will use our 'book hooks' as model texts and to develop our imagination and composition. Children will use story language in their own writing. New words linked to what has been read will be used in their writing. They will read back their own work, supported to make sure it makes sense and has correct spelling, using the phonics they know. They will use finger spaces between all words and increasingly full stops	We will use our 'book hooks' as model texts and to develop our imagination and composition. Children will use writing to described events in stories and in their own lives, using new and interesting words they have encountered. They will orally rehearse sentence ideas and re-read their writing to check for meaning and spelling. Children will begin to start a sentence with a capital letter and will use finger spaces	We will use our 'book hooks' as model texts and to develop our imagination and composition. Children will put into practise all the skills they have been learning in Reception, writing simple sentences that can be read by others. They will use new and interesting words in their writing and will re-read to check for sense and correct spelling. Children will continue to develop an understanding and use of capital letters

	pencil grip and be taught how to form lower case letters, using our handwriting scheme, Kinetic Letters.	taught how to form lower case letters, using our handwriting scheme, Kinetic Letters.	finger spaces between words. They will read back their own work, supported to check spelling. Children will practise lower case letter formations, using our handwriting scheme, Kinetic Letters.	at the end of sentences. Children will practise lower case letter formations, using our handwriting scheme, Kinetic Letters.	and full stops accurately. Children will practise lower case letter formations, and be taught relevant upper- case letter formations, using our handwriting scheme, Kinetic Letters.	for the start of sentences and names and will comfortably use finger spaces between words and full stops at the end of sentences. Children will practise lower case letter formations, and be taught relevant upper- case letter formations, using our handwriting scheme, Kinetic Letters.
Year 1	We will use our 'book hooks' as model texts and to develop our imagination and composition. Buidling on their experiences in Reception, children will understand that sentences need capital letters, finger spaces and full stops and will use these to punctuate their own writing. Children will learn what nouns and adjectives are and write simple sentences including adjectives. Children will use our handwriting scheme, Kinetic Letters to practise lower- and	We will use our 'book hooks' as model texts and to develop our imagination and composition. Children will learn about using capital letters for names (proper nouns) and what verbs are. They will use simple plans and story boards to organise their own writing ideas and use these to support their independent writing. Children will use our handwriting scheme, Kinetic Letters to practise lower- and upper-case letter formation, to develop	We will use our 'book hooks' as model texts and to develop our imagination and composition. Children will write descriptive sentences using a range of nouns and adjectives. They will use 'and' to join words and extend simple sentences. Children will know that words can be informative as well as descriptive through a non-fiction writing focus. Children will use our handwriting scheme, Kinetic Letters to learn diagonal joins, helping to develop a	We will use our 'book hooks' as model texts and to develop our imagination and composition. Children will use simple plans and storyboards to help them with their own writing, sequencing sentences to write short narratives. They will be supported to make simple changes and improvements to their own writing. Children will use our handwriting scheme, Kinetic Letters to learn new diagonal joins, helping to	We will use our 'book hooks' as model texts and to develop our imagination and composition. Children will correctly use capital letters for pronoun 'I' and for place names. They will build their knowledge of punctuation and learn how to use question marks in their own writing. They will use 'because' to extend simple sentences. Children will use our handwriting scheme, Kinetic Letters to learn new diagonal and horizontal joins, helping to develop a	We will use our 'book hooks' as model texts and to develop our imagination and composition. Children will use their own simple plan to sequence writing and will understand that stories need a beginning, middle and end. They will use all the punctuation taught in their own writing and learn how to use exclamation marks effectively. Children will use adjectives and conjunctions to make their writing more interesting. They will re-read and make

	upper-c	ase letter	a fluent handwriting	fluent handwriting	develop a fluent	fluent handwriting	their own small
	formati	on, to develop	style.	style.	handwriting style.	style.	changes to their work
	a fluent	t handwriting					to make sure it makes
	style.			They will use 'and' to			sense.
				join words and			Children will use our
				phrases.			handwriting scheme,
							Kinetic Letters to
							learn new horizontal
							joins, helping to
							develop a fluent
							handwriting style.
Yea		l use our 'book	We will use our 'book	We will use our 'book	We will use our 'book	We will use our 'book	We will use our 'book
		as model texts	hooks' as model texts	hooks' as model texts	hooks' as model texts	hooks' as model texts	hooks' as model texts
		develop our	and to develop our	and to develop our	and to develop our	and to develop our	and to develop our
		ation and	imagination and	imagination and	imagination and	imagination and	imagination and
	compos		composition.	composition.	composition.	composition.	composition.
		dating the	Children will build	Children will build on	Children will write for	Children will have the	Children will apply all
		arnt in Year 1,	their knowledge of	previous planning	different purposes	opportunity to apply	the learning from
		will create	different types of	work to create new	using the knowledge	the skills they have	Year 2 to write
	simple p		writing and will	types of plans to	they have gained	been learning	independently in a
		their writing,	continue to use simple	support their writing,	about punctuation	throughout the year	variety of ways,
		ig word banks.	plans and word banks	such as timelines and	and grammar,	in writing their own	ensuring they are
		ill understand	to support their	mind maps. They will	including writing	story linked to the	ready for transition to
		able to use	composition. They	be able to use	effects such as	book hook, adapting	Year 3.
	adjectiv		will learn how to use	appropriate types of	openers, conjunctions	and reimagining.	Children will use our
		tions (and,	expanded noun	sentences, such as	and punctuation.	Children will	handwriting scheme,
		e) to extend	phrases in their	statements, questions,	Children will	understand and know	Kinetic Letters to
		ntences.	writing, remembering	commands and	understand and know	how to the	learn new diagonal
		n will use our	what the words noun,	exclamations and will	how to use new	subordinating	and horizontal joins,
		iting scheme, Letters to	verb and adjective mean. Children will	use basic layout	subordinating	conjunctions 'when',	helping to develop a
				conventions in	conjunctions (when,	'that' and 'if' as	fluent handwriting
		ew diagonal	understand and use	different forms. They will understand and	what, if) in their	openers. Children will use our	style.
		rizontal joins,	the past and present tense and be able to	be able to use	writing as well as commas in a list.		
		to develop a iandwriting	use this correctly in	adverbs.	Children will use our	handwriting scheme, Kinetic Letters to	
	,	iariawrithig	3	Children will use our			
	style.		their writing. They will learn new		handwriting scheme, Kinetic Letters to	learn new diagonal and horizontal joins,	
			coordinating	handwriting scheme, Kinetic Letters to		helping to develop a	
			coordinating	Kutetic Letters to	learn new diagonal	rieiping to develop d	

conj	junctions (or, but,	learn new diagonal	and horizontal joins,	fluent handwriting	
so) (and be able to use	and horizontal joins,	helping to develop a	style.	
thes	se in their writing,	helping to develop a	fluent handwriting		
and	they will know	fluent handwriting	style.		
abo	ut different	style.	3		
	ence types	3			
	tements,				
ques	stions, commands				
	exclamations).				
Chil	dren will use our				
han	dwriting scheme,				
	etic Letters to				
lear	n new diagonal				
	horizontal joins,				
	oing to develop a				
	nt handwriting				
style	9				



South Stanley Infant and Nursery School English Curriculum Overview ~ Writing ~ Spelling

English Surficularit Sverview Williams Spelling						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Children will hear and	Children will orally	Children will react to	Children will spot	Children will hear	Children will orally	
copy voice sounds.	blend 2- and 3-	rhymes in stories and	words that begin with	beginning and end	blend and segment	
	syllable words.	sentences.	the same sounds.	sounds in words.	CVC words	
Children will orally	Children will spell VC	Children will spell	Children will spell	Children will spell	Children will spell	
segment CVC words.	and CVC words	CVC, VCC and CVCC	CCVCC, CVCCC and	polysyllabic words:	words containing	
They will begin to	containing Sounds-	words containing	CCCVC words	saying the sounds in	Sounds-Write	
spell VC and CVC	Write code they have	Sounds-Write code	containing Sounds-	each syllable to write	'extended code' they	
words containing	been taught. They	they have been taught	Write code they have	the word.	have been taught.	
Sounds-Write code	will apply the strategy	(consonant digraphs	been taught	They will apply the	They will apply the	
they have been	of 'say the sounds,	and adjacent	(consonant digraphs	strategy of 'say the	strategy of 'say the	
taught.	write the word'.	consonants).	and adjacent	sounds, write the	sounds, write the	
		They will apply the	consonants).	word'.	word'.	
		strategy of 'say the	They will apply the	Children will spell	Children will spell	
		sounds, write the	strategy of 'say the	words containing	words containing	
		word'.	sounds, write the	vowel digraphs and	vowel digraphs and	
			word'.	taught 'common	taught 'common	
				exception words'.	exception words'.	
Children will spell	Children will spell	Children will spell	Children will spell	Children will spell	Children will spell	
words containing	words containing	words containing	words containing	words containing	words containing	
Sounds-Write code	Sounds-Write code	Sounds-Write code	Sounds-Write code	Sounds-Write code	Sounds-Write code	
they have been	they have been	they have been	they have been	they have been	they have been	
taught, including	taught, including	taught, including	taught, including	taught, including	taught, including	
words containing	words containing	words containing	words containing	words containing	words containing	
consonant digraphs,	consonant digraphs,	consonant digraphs,	consonant digraphs,	consonant digraphs,	consonant digraphs,	
vowel digraphs/	vowel digraphs/	vowel digraphs/	vowel digraphs/	vowel digraphs/	vowel digraphs/	
trigraphs and words	trigraphs and words	trigraphs and words	trigraphs and words	trigraphs and words	trigraphs and words	
with alternate vowel	with alternate vowel	with alternate vowel	with alternate vowel	with alternate vowel	with alternate vowel	
phonemes.	phonemes.	phonemes.	phonemes.	phonemes.	phonemes.	
Children will learn to	Children will continue	Children will spell	Children will spell	Children will spell	Children will spell	
name the letters of the	their learning, from	verbs where no	comparative adjectives	words with plurals of	words with the	
alphabet. They will	last half term, to	change is needed to	where no change os	nouns and verbs,	addition of the prefix	
spell words with	name the letters of the	the root of the words	needed to the root	adding —s and —es to	un They will	
consonant digraphs	alphabet, spell words	by adding the endings		words.	understand that	
	Children will hear and copy voice sounds. Children will orally segment CVC words. They will begin to spell VC and CVC words containing Sounds-Write code they have been taught. Children will spell words containing Sounds-Write code they have been taught, including words containing consonant digraphs, vowel digraphs/ trigraphs and words with alternate vowel phonemes. Children will learn to name the letters of the alphabet. They will spell words with	Children will hear and copy voice sounds. Children will orally segment CVC words. They will begin to spell VC and CVC words containing Sounds-Write code they have been taught. Children will spell words containing Sounds-Write code they have been taught. Children will spell words containing Sounds-Write the word. Children will spell words containing Sounds-Write code they have been taught, including words containing consonant digraphs, vowel digraphs/ trigraphs and words with alternate vowel phonemes. Children will spell words containing consonant digraphs, vowel digraphs/ trigraphs and words with alternate vowel phonemes. Children will learn to name the letters of the alphabet. They will spell words with alterns of the alphabet. They will spell words with alterns of the alphabet. They will spell words with alterns of the alphabet. They will spell words with alterns of the alphabet. They will spell words with alterns of the alphabet. They will spell words with alterns of the alphabet. They will spell words with alterns of the alphabet. They will spell words with alterns of the alphabet. They will spell words with alterns of the alphabet. They will spell words with alterns of the alphabet. They will spell words with alterns of the alphabet. They will spell words with alterns of the alphabet. They will spell words with alterns of the alphabet. They will spell words with alterns of the alphabet. They will spell words with alterns of the alphabet. They will spell words with alterns of the alphabet. They will spell words with alterns of the alphabet. They will spell words with alterns of the alphabet. They will spell words with alterns of the alphabet. They will spell words will orally spell words. Children will spell Children will spell words containing Sounds-Write code they have been taught, including words containing sounds-Write code they have been taught, including words containing consonant digraphs, vowel digraphs, vowel digraphs, vowel digraphs, vowel digraphs.	Children will hear and copy voice sounds. Children will orally blend 2- and 3-syllable words. Children will orally segment CVC words. They will begin to spell VC and CVC words containing Sounds-Write code they have been taught. Children will spell words containing Sounds-Write the word'. Children will spell words containing Sounds-Write code they have been taught. Children will spell words containing Sounds-Write code they have been taught, including words containing consonant digraphs, vowel digraphs/ trigraphs and words with alternate vowel phonemes. Children will spell words containing consonant digraphs, vowel digraphs/ trigraphs and words with alternate vowel phonemes. Children will spell words with learn to name the letters of the alphabet. They will spell words with alternate on ame the letters of the alphabet. They will spell words with	Autumn 1 Children will hear and copy voice sounds. Children will orally blend 2- and 3- syllable words. Children will orally segment CVC words. They will begin to spell VC and CVC words containing Sounds-Write code they have been taught. Children will spell will apply the strategy of 'say the sounds, write the word'. Children will spell words. Children will spell words containing Sounds-Write code they have been taught. Children will spell words with alternate vowel phonemes. Children will learn to name the letters of the alphabet. They will spell words with alternate vowel spell words with alternate vomel spell words with alternate vomel spell words with alternate vomel spell words with alternate vowel phonemes. Children will spell words words containing words containing words containing words containing words containing consonant digraphs, vowel digraphs/ trigraphs and words with alternate vowel phonemes. Children will spell words words with alternate vowel phonemes. Children will spell words words words with alternate vowel phonemes. Children will spell words words words words containing words	Autumn 1 Children will hear and copy voice sounds. Children will orally segment CVC words. They will begin to spell VC and CVC words containing Sounds-Write code they have been taught. They will apply the strategy of 'say the sounds, write the word'. Children will spell words. Children will spell words. Children will spell words containing Sounds-Write the word'. Children will spell words words containing Sounds-Write code they have been taught. Children will spell words containing Sounds-Write code they have been taught. Children will spell words words containing Sounds-Write the word'. Children will spell words containing Sounds-Write the word'. Children will spell words containing Sounds-Write the word'. Children will spell words containing Sounds-Write code they have been taught, including words containing Sounds-Write code they have been taught, including words containing sounds-Write code they have been taught, including words containing consonant digraphs, vowel digraphs, v	

Year 2	and some vowel digraphs / trigraphs and words with alternate vowel phonemes. They will divide words into syllables to aid spelling. They will spell Year 1 common exception words linked to Sounds-Write code that has been taught. They will understand compound words are two words joined together. Children will spell compound,	with consonant digraphs and some vowel digraphs / trigraphs and words with alternate vowel phonemes and divide words into syllables to aid spelling. They will spell Year 1 common exception words linked to Sounds-Write code that has been taught. They will understand compound words are two words joined together. Children will spell compound,	-ing and -ed. They will understand what a vowel is. Children will spell compound,	word, adding -er and -est. Children will spell compound,	Children will revise all Sounds-Write code	vowels can make short and long sounds. Children will revise all Sounds-Write code
	monosyllabic and polysyllabic words containing Sounds-Write code they have been taught, applying their phonic knowledge. Children will spell words ending in —le — el —al and il. They will spell words with the /s/ sound spelt c before e i and y.	monosyllabic and polysyllabic words containing Sounds-Write code they have been taught, applying their phonic knowledge. Children will spell words with the /j/ sound spelt as ge, dge and g. They will spell /j/ as g in words before e i and y. They will spell homophones and near homophones. They will spell /er/ as or after w and spell	monosyllabic and polysyllabic words containing Sounds-Write code they have been taught, applying their phonic knowledge. Children will alter spellings of root words by adding —ies to nouns and verbs ending in y. They will correctly spell words, adding —ing -ed -er - est and —y to words of one syllable ending in a single letter after a short vowel. They will	monosyllabic and polysyllabic words containing Sounds-Write code they have been taught, applying their phonic knowledge. Children will spell words with the /r/ sound spelt wr at the beginning of words. They will use and spell words with the suffixes —ment -ness ful and -less. They will spell words adding —ed —ing —er	they have been taught. Children will spell words using their phonic knowledge. Children will consolidate their knowledge of spelling conventions throughout the summer term, in readiness for Year 3/KS2.	they have been taught. Children will confidently, accurately and fluently spell words using their phonic knowledge and knowledge of spelling conventions, ready for Year 3/KS2.

	words with	spell /or/ as ar after w	words beinding in y or	
	contractions.	and spell words	e with a consonant	
		ending in -tion. They	before it.	
		will spell words with	words with the suffix	
		the suffix —ly and	–ly. They will use –ly	
		know that –ly turns	to turn adjectives into	
		adjectives into	adverbs. They will	
		adverbs.	spell words with the	
			/r/ sound spelt 'wr' at	
			the beginning of	
			words. They wi;; use	
			and spell words with	
			the suffixes	